DOCUMENT RESUME

ED 375 913 JC 940 633

TITLE	Mission Statement Evaluation. Pima County Community College District Institutional Effectiveness Series: 2.
INSTITUTION	Pima County Community Coll. District, AZ.
PUB DATE	[94]
NOTE	34p.; For numbers 1-6, see JC 940 632-637.
AVAILABLE FROM	Pima Community College, Office of the Vice Chancellor, 4907 E. Broadway, Tucson, AZ 85701-1030.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Access to Education; College Planning; Community Colleges; *Community Involvement; Evaluation Methods; *Institutional Mission; *Mission Statements; Outcomes of Education; Program Evaluation; *Self Evaluation (Groups); Two Year Colleges
IDENTIFIERS	Pima Community College AZ

ABSTRACT

Describing the process for evaluating the college mission at Pima Community College (PCC), in Arizona, this report provides information and supporting materials from the process, focusing on an evaluation begun in fall 1990. First, the PCC mission statement, adopted on October 10, 1990, is presented and the importance of maintaining a clear, complete mission statement is described. Next, the mission review process is detailed, indicating that PCC conducts a comprehensive review of the mission statement every 5 years and that the review is conducted by a committee of equal numbers of college and community representatives. A mission charrette held in 1990 is also described which involved almost 100 college and community members and resulted in a set of 23 mission success indicators embodying the chief goals of the updated mission and which express the central commitments of the mission statement as institutional goals. Next, exhibit A lists the participants of the fall 1990 mission charrette. Exhibit B provides a specifications table for the success indicators, grouped in the areas of creative and effective teaching, access and equitable opportunity, general education, occupational programs, transfer education, developmental education, corporate and community education, economic development, bilingual and multicultural issues, employees and work environment, and communicating with the public. For each indicator, specific measures, criteria for success, data sources, and dates when data will be collected are detailed. Finally, exhibit C presents outcomes as of spring 1993 for the indicators. (KP)

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Mission Statement Evaluation

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PimaCountyCommunityCollegeDistrict

Institutional Effectiveness Series : 2

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PimaCommunityCollege

Mission Statement

Pima Community College provides quality higher-education opportunities for those who live in the constantly changing, multicultural communities in central Southern Arizona. Through its academic, work-based, and cultural programs, the College assists individuals in achieving their full potential and in contributing to their community. Pima Community College's special strength lies in inspiring student learning through creative, effective teaching. College faculty and staff are committed to equal access, quality learning experiences, and equitable opportunity for student success.

To carry out its mission, Pima Community College will—

- Provide a core of learning in all associate-degree and certificate programs which demonstrates the College's vision of an educated person and a commitment to education as a lifelong process.
- Provide diverse, integrated academic and work-based programs to prepare students to compete effectively in a complex, ever-changing technological society and in a global economy. The College will provide the opportunity to develop ethics, competence, and effectiveness for the workplace.
- Assist those in transition between the College, four-year, and other institutions with comprehensive, quality academic programs and experiences so that they successfully continue their education with a strengthened sense of self-worth, awareness, and motivation. The College will have strong articulation partnerships with high schools, colleges, universities, and other institutions.
- In the spirit of open access, undertake the fundamental obligation to provide learning opportunities for students who require additional linguistic and/or educational preparation for college-level work. The College will form collaborative partnerships with the community-at-large to provide realistic alternatives for all who need them.
- Develop in students a recognition of their individual and unique values, as well as their ability to contribute to the enrichment of the College community. The College will proactively value and reflect the bilingual and multicultural diversity of the larger community, enriching its students and the community by celebrating this pluralism.
- Provide accessible educational services to the community that are responsive to individual, organizational, and corporate needs and an integral part of the College's educational and supportive processes.
- Encourage and facilitate the educational, personal, and professional development of each student through outreach, ease of access, assessment, and integrated educational support services. The College will foster high expectations and positive results for each student.
- Play a vital role in servicing and supporting economic development in Pima County for the well-being of its citizens. The College will convey an understanding of the College's role in economic development through collaborative planning, degree and certificate programs, continuing education, training, retraining, and assistance to employers.

- Through dialogue and collaboration with internal and external constituents, ensure that College goals and programs serve their unique, changing needs and create advocacy and a widespread sense of ownership within the community.

The College is accountable to its students and to the community for sound linkages, fiscal responsibility, and educational results. The College will continuously assess student outcomes for informed decision-making and strategic planning. It will also promote the worth of its employees and a work environment highly conducive to fulfilling the College mission.

Adopted by the Pima Community College Board of Governors

October 10, 1990

Introduction

A clear, complete statement of mission and purposes is essential to an educational institution. It tells the outside community what can be expected of the institution, and it keeps personnel focused on meeting those expectations. In the words of the North Central Association's Commission on Institutions of Higher Education, "Statements of mission and purposes guide institutional planning and budgeting and provide a framework for governance, administration, and communication. They are reflected in every aspect of the institution and its activities."

Pima Community College employs two formal procedures to ensure that the mission is appropriate and achieves its purposes: 1) it keeps the mission statement current and accurate through periodic review, and 2) it bases all major institutional evaluations, including the Institutional Effectiveness Program, on the purposes described in the mission statement.

These evaluative activities are uniquely joined in the College's Mission Statement Evaluation process, which occurs in two phases. Initiated in 1990, the evaluation process involves both community representatives and College personnel in designing the mission and setting goals for achieving its purposes. Detailed accounts of the two phases of Mission Statement Evaluation follow.

Mission Review

The College conducts a comprehensive review of the mission statement, which incorporates institutional purposes, approximately every five years to ensure that it continues to address the needs and expectations of its publics. This review is typically accomplished by a large committee, including approximately equal numbers of College and community representatives.

The first comprehensive review of this kind was an outgrowth of the 1989/90 Institutional Self-Study. On September 6-7, 1990, almost one hundred persons participated in a mission charrette consisting of two half-day sessions led by Dr. Dale Parnell, then President of the American Association of Community and Junior Colleges.

The charrette membership consisted of a wide variety of College and community representatives. Institutional participants included two board members, students, and representatives of all campuses and diverse disciplines, with a good mix of administrators, faculty, and staff. Among the community participants were former PCC board members, PCC alumni, educators, leaders from business and industry, public and community service officials, tribal representatives, health professionals, and citizens of neighboring communities. The following prominent organizations were represented by senior administrators or other key personnel:

Allied Signal
Amphitheater School District
Arizona Board of Regents
Arizona Legislature
Beta Data, Inc.
City of Tucson
Golden Eagle Distributors
Great American Savings
Greater Tucson Economic Development Corporation
National Organization of Women, Tucson Chapter
Netwest Development
Nosotros (a community service organization)
Pima County Adult Education
Solot & Associates (real estate appraisers)
Sunnyside School District
Tohono O'odham Nation
Tucson Chamber of Commerce
Tucson Electric Power Co.
Tucson Employees Credit Union
Tucson Job Corps (Teledyne, Inc.)
Tucson Medical Center
Tucson Newspapers, Inc.
Tucson Unified School District
Tucson Urban League
University of Arizona

The ten working committees and their chairs were carefully representative of gender, ethnicity, age, socioeconomic background, and the physically disabled. Each committee assessed a particular portion of

the previous mission statement and proposed changes in language and content. The charrette participants as a whole approved all changes and gave shape to the revised mission statement.

The 1990 review process resulted in a restatement of the mission that clarified the College's relationship to the community and described fully and accurately the nature of its commitment to students and the public. The revised mission statement was included for the first time in the *1991/92 College Catalog* and has since been posted prominently at all College sites.

A complete list of the charrette participants who produced the new mission statement appears in Exhibit A.

Mission Success Evaluation

The mission review process results in a set of Mission Success Indicators that embody the chief goals of the updated College mission. The first set of indicators, still in effect, was produced by the members of the 1990 mission review charrette, reconvened for that purpose. The participants reached consensus on the list of indicators, which were then refined by an editorial committee and operationalized in College programs by the Institutional Effectiveness Coordinating Committee.

The Mission Success Indicators help to keep College personnel focused on the central commitments of the mission statement, expressed as institutional goals. Most significantly, they lead to measurable outcomes by which to gauge success across the College annually. The process for carrying out the annual mission success evaluation using the current indicators is described in the specifications table provided as Exhibit B.

At the conclusion of each academic year, the Chancellor issues a progress report on mission success to the College and the general public. The first report was distributed at a special public function attended by invited guests from the community and provided to all College employees at the beginning of the next academic year. Beginning in 1994, mission success will be included as a component of the Vice Chancellor's annual progress report on the College's Institutional Effectiveness Program.

The most recent report, *Mission Success Indicators: Outcomes Status, Spring 1993*, is reprinted here as Exhibit C.

Exhibit A

Mission Charrette Participants
Fall 1990

College Personnel with Positions/Locations* (1990)

Ed Acuña, *Administrator, Education Center-South*
Bob Baker, *Administrator*
Lucy Brajevich, *Administrator, West Campus*
Fé Brittain, *Faculty, East Campus*
Paul Chamberlain, *Staff*
Steve Darak, *Board of Governors*
Michael Engs, *Administrator, West Campus*
Mike Enis, Faculty, *Downtown Campus*
John Even, *Board of Governors*
Richard Fridena, *Faculty, West Campus*
Ignacio Garcia, *Administrator*
James Gibson, *Administrator, Community Campus*
Raquel Rubio Goldsmith, *Faculty, West Campus*
Carol Gorsuch, *Administrator*
Bob Gruber, *Chief of Campus Police*
Mary Hamman, *Director, Skill Center*
Jeff Hockaday, *Chancellor*
Mark Homan, *Faculty, West Campus*
Cecilia Knauss, *Faculty, East Campus*
Charles Land, *Faculty, West Campus*
Ed Linta, *Administrator*
Bob Longoni, *Faculty, Self-Study Coordinator*
John Merren, *Staff*
Fred Montes, *Administrator*
Grace Montez, *Faculty, West Campus*
Henry Oyama, *Administrator*
Dave Padgett, *Staff*
Miguel Palacios, *Administrator, Downtown Campus*
Helen Rebeske, *Staff*
Vivian Ries, *Staff*
Philip Silvers, *Administrator*
Jim Snow, Faculty, *East Campus*
Wes Soderquist, *Administrator, West Campus*
Carol Spencer, *Faculty, West Campus*
Margaret Sprague, *Administrator*
Camille Stallings, *Faculty, Downtown Campus*
Ken Sternstein, *Administrator*
Harold Thompson, *Administrator*
George Welch, *Faculty, West Campus*
Paul Welsh, *Administrator , East Campus*
Eva Yañez, *Staff*
Angela Zerdavis, *Administrator, West Campus*

** Items with unspecified locations are College district positions.*

Community Representatives with Title/Affiliation (1990)

Fred Acosta, *President, Tucson Job Corps*
Gladys Ahmad, *Program Specialist, Chapter 1, Tucson Unified School District*
Millie Anderson, *Retiree, Green Valley*
Joe Antoni, *Engineer, Tohono O'odham Nation*
Edith Auslander, *Human Resources Director, Tucson Newspapers, Inc.*
Leonard Basurto, *Director of Bilingual Education, Tucson Unified School District*
Lachlan (Mac) Beatson, *Deputy Plant Superintendent, Allied Signal*
Kendall Bert, *Tucson City Manager's Office*
Greg Bond, *Pima Community College Alumnus*
Jack Camper, *President, Tucson Chamber of Commerce*
Ray Clarke, *President, Tucson Urban League*
Bill Clements, *President, Golden Eagle Distributors*
Sue Delap, *Counselor, Amphitheater High School*
Bev Dutz, *Counselor, Amphitheater High School*
Phyllis Farenga, *Owner, Pest Control Service, Marana*
Andy Flores, *Greater Tucson Economic Development Corporation*
Roy Garcia, *Owner, Kimball Springs Enterprises, Mount Lemmon*
Mary Gay, *Retiree, Green Valley*
Delores Grayam, *National Organization for Women, Tucson Chapter*
Bob Gugino, *Representative to Arizona Community College Board*
Estelle Hall, *Pima Community College Alumna*
Fred Harcleroad, *Professor Emeritus, Higher Education, University of Arizona*
Greg Hart, *Pima County Adult Education Director*
Gayle Hopkins, *Athletic Department, University of Arizona*
Pi Irwin, *Deputy Superintendent, Tucson Unified School District*
Jack Jewett, *Arizona State Representative*
Don Lawhead, *Pima County Center for Education Development*
Steve Leal, *Tucson City Council*
Larry Lucero, *Tucson Electric Power Company, Economic Development*
David Lukaszewski, *Pima Community College Student*
Rosilda Manuel, *Director of Education, Tohono O'odham Nation*
Marybelle McCorkle, *Associate Superintendent, Sunnyside School District*
John Moffat, *President, Beta Data, Inc.*
Richard Moreno, *Fire Chief, City of Tucson*
Joanne Mountain, *Branch Manager, Great American Savings*
Bill Noyes, *Associate Vice President, University of Arizona*
Jacquelyn Pollock, *Retiree, Green Valley*
Bernie Ray, *President, Tucson Employees Credit Union*
Mike Rich, *President, Pima Community College Foundation*
Frank Romero, *President, Nosotros*
Jim Rondstadt, *Director, Tucson Parks & Recreation*
Gladys Sarlat, *Owner, Sarlat Public Relations*

Donald Shropshire, *President, Tucson Medical Center, Former Pima Community College Board Member*
Art Silvers, *Director, Economic Research, College of Business, University of Arizona*
Sanders Solot, *Owner, Solot & Associates*
Mary Ann Stewart, *Pima Community College Alumna*
Esther Tang, *Vice President, Netwest Development, Former Pima Community College Board Member*
Maria Urquides, *Retired Educator, Former Pima Community College Board Member*
Carlos Velez/Ibañez, *Director, Center for Anthropology Research, University of Arizona*
Doug Woodward, *Vice President of Student Affairs, University of Arizona*

Exhibit B

Indicators of Success:
Specifications Table

Creative and Effective Teaching

Indicator	Specific Measure	Criterion for Success	Data Source	Date(s) when Data will be Collected
1. Students will rate faculty good or excellent on evaluation items dealing with instruction.	Student Evaluation of Instruction questionnaire.	Mean rating across all items and all instructors will be "mostly agree" or "strongly agree".	PCC students completing questionnaire.	Fall, annually.
2. The College will each year recognize and reward creative/ effective teaching.	Recognition and award criteria will be established by the College and/or each Campus.	Creative/effective teaching will be recognized through formal award programs.	**PCC Foundation** Three College-wide faculty awards. **West Campus** Four distinguished teaching awards for adjunct faculty. **Downtown Campus** One-Two Teaching excellence awards for adjunct faculty. **East Campus** Ten "Apple" awards and one outstanding adjunct faculty award. **Community Campus** Outstanding adjunct faculty of the year award.	May, annually April, annually November and May, annually September, annually May, annually

Access and Equitable Opportunity

Indicator	Specific Measure	Criterion for Success	Data Source	Date(s) when Data will be Collected
3. The College will better meet the demand for classes at times and locations when students need them.	Courses to be analyzed that cross all campuses and programs: mathematics, reading, and writing. Student Assessment • Number of students assessed • Number and percentage of assessed students who enroll in recommended courses. Number of Students • Day classes by location and course number. • Evening classes (after 4:30 p.m.) by location and course number • Weekend Classes (Friday p.m., Saturday and Sunday) by location and course number. Enrollment Trends by location and course number • Number and percentage of closed classes • Number and percentage of canceled classes • Number and percentage of underfilled classes.	Demonstrate increasing trend in number of students served in math, reading, and writing at times and locations warranted by demand.	Computer data files.	Annually, at the end of each academic year.
4. Increase service enhancing multicultural and multiethnic sensitivity.	Number and types of services provided.	Fiscal 1993 will show an increase in the number and variety of services provided to students.	District Admin. for Minority Education & Multidisciplinary Educational Services (MDES), Campus MDES Directors.	April, annually.

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General Education

Indicator	Specific Measure	Criterion for Success	Data Source	Date(s) when Data will be Collected
5. Once measuring mechanisms are in place, the College will strive to show annual achievement gains in General Education competencies.	Skills assessment • Randomly select 1,000 full-time students for assessment. • In each base year define group assessment scores in reading, writing, and mathematics. • Faculty-designed, course-specific competencies.	Demonstrate progression of general education knowledge and skills from base year assessment scores by indicating advanced course completion and subject matter in reading, writing, and mathematics.	Computer data files.	September, annually.
	Student satisfaction gain • Survey all College graduates and leavers for satisfaction with general education.	Average rating of "improved" or "satisfied" for specific questions.	Student survey • Graduates • Leavers as established by Institutional Research Office. • Computer data files.	• October and April, annually. • To be determined by Institutional Research Office. Test given annually.
	Knowledge gained • Sample the student population for general education knowledge gained.	• Student sample stratified by: - direct employment - transfer Based on criteria: 24 credits completed; 2.00 GPA.		
	• Evaluated on a national criterion referenced examination (tentative).	• Average or higher scores based on the national test standard (tentative).	• National Testing Agency (tentative).	
6. Employers will rate graduates' on-the job performance in critical thinking, communication, reading, and computing as adequate or better.	Employers survey assessing PCC graduates' college-level critical thinking, communication, reading, and mathematics skills.	Mean rating across all respondents for specified questions will be "mostly satisfactory" or "extremely satisfactory."	Employers of PCC graduates.	October, annually.

Occupational Programs

Indicator	Specific Measure	Criterion for Success	Data Source	Date(s) when Data will be Collected
7. Completers will demonstrate competency on certification exams.	Compile, analyze, and summarize data from certificate/ licensing agencies on PCC completers in programs with practitioner certification/licensing requirements.	At least 75% of completers will have passing score on certificate/licensing test.	Testing agencies/PCC department records	Data will be collected five (5) days after receipt from testing authority.
8. Employers will rate PCC graduates' workplace skills good or excellent.	Employers' survey assessing PCC graduates' job skills and work habits.	Mean rating across all respondents for specified questions will be "mostly satisfactory" or "extremely satisfactory."	Employers of PCC graduates.	October, annually.

Transfer Education

Indicator	Specific Measure	Criterion for Success	Data Source	Date(s) when Data will be Collected
9. Academic achievement of PCC students transferring to 4-year institutions will equal that of native students.*	Transfer data supplied by the four-year institution to which PCC students primarily transfer.	Grade point average of PCC transfer students equaling that of native four-year institution students.	Computer data files received annually from four-year institutions.	Spring semester, annually.
		Persistence of PCC transfer students equaling that of native four-year institution students.	Data supplied by four-year institutions.	Spring semester, annually.
10. A goal of the College is to have the percentage of minority transfer students equal to that of county population.	Transfer data supplied by four-year institutions to which PCC minority students primarily transfer.	The percentage of minority students will equal percentage of minority students at PCC.	Computer data files received annually from four-year institutions.	Spring semester, annually.
		The percentage of minority students who transfer will equal those who express transfer intent.	Follow-up to transcript requests from other institutions.	Spring semester, annually.

*Native Students - those who begin and continue their College studies at a 4-year institution.

Developmental Education

Indicator	Specific Measure	Criterion for Success	Data Source	Date(s) when Data will be Collected
11. The College will develop articulation agreements with at least three community service providers (e.g., Adult Education).	Documents signed by PCC and the community service providers.	At least three articulation agreements developed and signed.	Office of Academic Affairs and Student Development	Completed and on file at Office of Academic Affairs and Student Development
	Documented instances of cooperation between PCC and a community service provider.	Cooperative activity according to terms specified in the agreement.	Report from each campus describing occasions of articulation.	November, annually.
12. Each year the percentage of developmental students matriculating in degree and certificate programs will increase.	Numbers of students who enroll in Developmental Education courses who a) specify a degree or certificate goal and b) successfully complete two or more college level general education courses.	The percentage of students in Developmental Education courses who declare a degree or certificate goal and successfully complete two or more college level general education courses will increase.	Data base records.	December, annually.

Corporate and Community Education

Indicator	Specific Measure	Criterion for Success	Data Source	Date(s) when Data will be Collected
13. User groups will rate the non-credit courses/ services good or excellent.	Questions on student questionnaire assessing participation in Community Services programs will be tallied.	Average rating for questions #1 through #6 on student questionnaire will be "good" or higher .	Participants in Community Services programs. (Questionnaire at completion of program).	Data will be collected continuously from participants and tallied in December and May of each fiscal year.
	Satisfaction of training sponsors surveyed by telephone or questionnaire.	Ninety percent of sponsors surveyed will indicate that training objectives have been met. Any sponsor that is not satisfied will be offered retraining at no additional costs.	Sponsors of user groups who contract for training.	Contract training surveys will be collected at completion of training and results analyzed within one week of the completion of training.
14. Participants will rate Corporate and Community Education classes, seminars, and workshops as good or excellent.	Questions on student questionnaire assessing participants in Corporate and Community Education programs will be tallied.	Average rating for questions #1 through #6 will be "good" or higher. Satisfaction of students will be rated "good" or higher for question #7.	Participants in Corporate and Community Education programs. (Questionnaire at completion of program).	Data will be collected continuously and tallied in December and May of each fiscal year.

Student Services

Indicator	Specific Measure	Criterion for Success	Data Source	Date(s) when Data will be Collected
15. Students will rate student services good or excellent, and will report that the College provides services to meet students' needs.	A questionnaire will be generated assessing student service programs by a random sample of their users. Results will be tallied and reviewed by service agency managers, deans, and the District Student Development Office.	The average rating of services rendered will be "mostly satisfactory" or higher as indicated by the users on the questionnaire.	Users of student services on all campus and remote sites.	Data will be collected from users and the results compiled annually by May of each fiscal year.

Economic Development

Indicator	Specific Measure	Criterion for Success	Data Source	Date(s) when Data will be Collected
16. The College will have a positive influence on the number of jobs created/retained in community each year, subject to labor market conditions.	Documented number of jobs accruing from business relocations and expansions in which PCC provided assistance. Number of new jobs created by companies nurtured by the PCC Small Business Development Center.	Number of jobs created will be substantial relative to PCC's expenditure of time and effort.	PCC Office of Economic Development and GTEC records.	Spring, annually.
17. Participants will rate the programs good or excellent.	Course evaluation question on quality of the program, using 5-point Likert scale.	Participant ratings for corporate training will average good (3.0 on a 5-point scale) or better.	End of Course evaluations.	Collected at conclusion of each course; tabulated annually.

Bilingual and Multicultural

Indicator	Specific Measure	Criterion for Success	Data Source	Date(s) when Data will be Collected
18. Bilingual and Multicultural diversity will be explicitly addressed in College master plans.	Documented curricular/programmatic involvements and modifications that specifically address diversity.	At least two courses and/or programs modified or developed yearly.	College Curriculum Board reports.	Spring, annually.
	Documented initiative fund proposals (Minority Education/MIDES) funded that address bilingual and multicultural diversity.	No less than two proposals funded per year.	Records in office of District administrator for Minority Education and Multidisciplinary Educational Services.	Spring, annually.
19. Implement staff development concerning Bilingual and Multicultural diversity.	Log of training/ workshops developed/scheduled for "Communicating Across Cultures."	At least four training sessions are scheduled and conducted at multiple college locations with at least 10 participants attending each.	Employee development training – schedule and rosters of participants.	August, annually.
	Results on Evaluation forms for seminar/workshops developed/scheduled addressing bilingual and multicultural diversity.	Average ratings on seminar/workshop evaluations will be "satisfied" or higher.	Evaluation forms submitted by attendees.	At each seminar/ workshop conducted.
	Scores on Valuing Diversity Questionnaires.	Post-test results will show a statistically significant increase in sensitivity to cultural and sexual orientation/gender differences, as compared to pre-test results.	Employees participating in "Communicating Across Cultures" training.	At each scheduled workshop for "Communicating Across Cultures."
	Results of ratings on Personal Assessment of the College Environment (PACE) survey.*	Average rating for specified questions will be "satisfied" or higher.	Sample of PCC employees.	Initial data collected April 1992. Frequency of subsequent surveys to be determined.

*The PACE (Personal Assessment of the College Environment) instrument is being utilized as a measure for both the "Employees and Work Environment" and the "Bilingual and Multicultural" indicators.

Employees and Work Environment

Indicator	Specific Measure	Criterion for Success	Data Source	Date(s) when Data will be Collected
20. Employees will show a greater understanding of PCC mission, communications, decision-making, and EEO/AA procedures.	Personal Assessment of the College Environment (PACE) survey.	Average rating for specified questions will be "satisfied" or higher.	Sample of PCC employees.	Initial data collected April 1992. Frequency of subsequent surveys to be determined.
	Valuing Diversity Questionnaires.	Post-test results will show a statistically significant increase in sensitivity to cultural/sexual orientation/gender differences, as compared to pre-test results.	Employees participating in "Communicating Across Cultures" training.	At each scheduled workshop for "Communicating Across Cultures."
21. Progress toward parity within classifications of underrepresented groups among employees.	Representation over time. Statistical analysis (available workforce data).	Gender and ethnic composition of current PCC workforce will approximate their availability in the College's recruitment area.	1990 census availability data, if available, and current PCC workforce data.	April 15, annually

Communicating with the Public

Indicator	Specific Measure	Criterion for Success	Data Source	Date(s) when Data will be Collected
22. Citizens will give a positive rating of PCC programs and services.	Questions on survey assessing: • general perceptions of PCC programs and services, and • sources(s) of information about PCC.	Average rating for questions regarding PCC programs and services will be "good" or higher.	General public random group of 300-400.	December, annually (phone survey).
23. Academic programs and services will demonstrate changes resulting from community recommendations.	Academic programs data supplied by Curriculum Services.	Demonstrate number of new and modified programs.	Curriculum repository files and curriculum course bank.	End of Academic year—June 30, annually.
	Student support services data supplied by District Student Services.	Demonstrate number and type of services.	Computer data files.	End of academic year—June 30, annually.

Exhibit C

Mission Success Indicators
Outcomes Status

Spring 1993

Students will rate faculty good or excellent on evaluation items dealing with instruction.

Outcome, 1991/92

- Faculty district-wide are currently rated 5.46 (outstanding) on a 6-point scale.

Each year the College will recognize and reward creative/effective teaching.

Outcomes, 1992/93

The College presented the following faculty awards in 1992/93:

- 3 awards to full-time faculty for creative/effective teaching
- 6 campus-based teaching awards
- 23 adjunct faculty teaching awards

Seventy faculty development sessions were held on topics that included orientation to the College, teaching strategies, computer skills, identifying at-risk students and grant writing.

Each campus offered a Faculty Development Day in January with workshops and discussions.

The Professional Development Leave Program provided eleven full-pay and two half-pay leaves.

The Professional Growth Incentive Program provided 694 units awarded to 126 faculty at a value of $41,640.

The College will better meet the demand for classes at times and locations when students need them.

Outcomes, 1992/93

The analysis for spring semester of 1993 provided the following information on course demand:

- Mathematics – of the 377 sections scheduled, 328 (87%) are active. Of these, 6% reached maximum enrollment.
- Reading – of the 92 sections scheduled, 86 (94%) are active. Of these, 13% reached maximum enrollment.
- Writing – of the 323 Writing sections scheduled, 277 (86%) are active. Of these, 13% reached maximum enrollment.
- Clustering sections for high need/interest classes decreased duplication within geographic areas and increased headcount from 13 to 18 average students per class.

Increase services enhancing multicultural and multiethnic sensitivity.

Outcomes, 1992/93

- Provided opportunity for PCC Directors of Professional Development and Evaluation, Affirmative Action, and Minority Education to attend the Effective Management of Cultural Diversity Seminar to implement College-wide diversity training.
- Presented a UA/PCC multicultural student forum to assess campus climate.
- Offered a community seminar on Dynamics of Cultural Bias.
- Approved a regulation for Minority Education.
- Designed Summer Nursing Institute for under-prepared minority students.
- Designated $70,000 of initiative funds for grant projects to create greater minority access and achievement in the following categories:
  - Campus Climate & Effects of Environment (4 grants)
  - Professional Development (6 grants)
  - Outreach and Financial Aid (4 grants)

Once measuring mechanisms are in place, the College will strive to show annual achievement gains in General Education Competencies.

Outcomes, 1992/93

- Faculty members will identify course-specific General Education Outcomes for each course qualifying for General Education distribution credit.
- All applications for new General Education courses or for course modifications will need to specify how General Education Outcomes will be measured.

Employers will rate graduates' on-the-job performance in critical thinking, communication, reading, and computing as adequate or better.

Outcomes, 1992/93

- In Fall 1992 employers rated PCC graduates' knowledge and abilities in critical thinking, communication, reading comprehension, math computation, and other general-education skills as 3.97 (very good) on a 5-point scale.

Completers will demonstrate competency on certification exams.

Outcomes, 1991/92

Pass-rate data for seven exams:

- 100% for Respiratory Therapy
- 100% for Radiologic Technology
- 100% for Respiratory Therapy
- 100% for Oral Radiography
- 94% for Registered Nurse
- 91% for Licensed Practical Nurse
- 58% for Dental Lab Technician

Employers will rate PCC graduates' workplace skills good or excellent.

Outcome, 1992/93

- In Fall 1992 employers rated PCC graduates' work knowledge and skills, such as interpersonal skills and quality of work, at 4.00 (very good) on a 5-point scale.

Academic achievement of PCC students transferring to 4-year institutions will equal that of native students.

Outcomes, 1992/93

A Longitudinal Study of Student Retention and Transfer Success revealed –

- PCC lower-division transfers, after 2 years at UA, have a GPA of 2.64 (UA native freshmen have a GPA of 2.95 after 3 years at UA).
- PCC upper-division transfers, after 1 year at the UA, have a GPA of 2.91 (UA native students have a GPA of 2.95).
- Persistence rates of PCC lower-division transfer students have a five-year rate of 43% (UA native rate is 52%).
- Persistence rates of PCC upper-division transfer students have a four-year rate of 67% (UA native rate is 52%).

A goal of the College is to have the percentage of minority transfer students equal to that of county minority population (32%).

Outcomes, 1992/93

- The percentage of PCC minority students intending to transfer to a 4-year institution in Fall 1992 equaled the percentage of minorities attending PCC (34%).
- Within four years of beginning at PCC, 5% of minorities actually transferred to UA compared with 8% of non-minority students.

The College will develop articulation agreements with at least three community service providers.

Outcomes, 1992/93

- Articulation agreements have been signed with:

  1) Nosotros
  2) Literacy Volunteers of Pima County
  3) Tucson Adult Literacy Volunteers
  4) Tucson Urban League, Inc.
  5) Pima County Adult Education

Each year the percentage of developmental students matriculating in degree and certificate programs will increase.

Outcome, 1992/93

- In 1991 and again in 1992, 68% of developmental students specified their educational objective as being a degree or certificate.

User groups will rate the noncredit courses/services good or excellent.

Outcomes, 1992/93

- Users organizations evaluated noncredit courses/services –

  • 87% rated the quality of the courses good or excellent
  • 90% indicated that all training objectives were met

Students will rate the noncredit courses/services good or excellent.

Outcome, 1992/93

- Student participants evaluated noncredit courses

  • 89% reported that their goals were met to a good or excellent degree

Students will rate student services good or excellent, and will report that the College provides services to meet students' needs.

Outcomes, 1992/93

- Three separate student satisfaction surveys of specific Student Development services produced the following ratings in 1992:

  1) Disabled Student Resources - 5.18 (satisfied) on a 6-point scale
  2) Assessment Centers - 4.31 (above average) on a 5-point scale
  3) Admissions and Registration - 2.45 (average) on a 3-point scale

The College will have a positive influence on the number of jobs created/retained in the community each year, subject to labor market conditions.

Outcomes, 1992/93

- In the first three quarters of FY 1992/93, PCC, in cooperation with the Greater Tucson Economic Council and local city, county, state and community-based organizations, participated in the recruitment of more than 20 companies considering business expansion or relocation.
- Approximately 1500 part-time and 405 full-time direct employment opportunities resulted from those companies who selected Tucson for their business expansions and relocations.
- The PCC Center for Training and Development contributed to the economy with 287 job placements during the first 3 quarters.
- The PCC Small Business Development Center contributed to the creation of 300 jobs by providing consulting services and support for the creation or start-up of new businesses. This figure reflects new jobs created by ownership and employment.

Participants will rate the training programs good or excellent.

Outcomes, 1992/93

- The PCC Small Business Development Center is currently conducting a Client Impact Survey to access the contribution made by its clients toward economic development in the community. The results will be reported in the next reporting year.
- 97% of participants who completed employer-customized and Center for Training and Development training described the programs as very positive.

Bilingual and multicultural diversity will be explicitly addressed in College master plans.

Outcome, 1992/93

- All College master plans have been reviewed. Bilingual and multicultural diversity has been explicitly addressed on each campus.

Implement staff development concerning bilingual and multicultural diversity.

Outcomes, 1992/93

- Awarded initiative grants of $30,000 to develop programs of bilingual, honors, developmental, international and gender awareness education. Seven projects have been funded:

  1) Study trip abroad for East Campus Honors Spanish students

2) Faculty exchange to Auckland, New Zealand
3) Science curriculum module - Creating a Respect for the Diversity of All People
4) Women Math Students Essay Contest
5) Course development of "Teaching Developmental Education"
6) Doing Business with Mexico - Internship Project
7) Recruitment of women into Apprenticeship Training Programs

- "Communicating Across Cultures" was presented four times to a total of 68 employees.

Employees will show a greater understanding of PCC mission, communications, decision making and EEO/AA procedures.

Outcomes, 1992/93

In the Personal Assessment of College Environment (PACE) in Spring 1992, employees –

- Rated the communication of the College Mission a 3.87 (satisfied)on a 5-point scale.
- Rated the sharing of information within the College a 3.22 (neither satisfied nor dissatisfied) on a 5-point scale.
- Rated the College's making decisions at an appropriate level 3.04 (neither satisfied nor dissatisfied) on a 5-point scale.
- Rated a 3.27 on a 5-point scale that the College's policies and procedures designed to promote ethnic and cultural diversity are actually followed.

Of the responses to the 1993 Evaluation of College Administrators, 98 percent said that administrators actively support College Affirmative Action.

Progress toward parity within classifications of underrepresented groups among employees.

Outcomes, 1992/93

- In all eight EEO reporting categories, PCC has met or exceeded parity for minorities.
- In three of the eight EEO reporting categories (Executive/Management, Adjunct Faculty, Skilled Crafts, Service/Maintenance), the College has not yet reached parity for women.
- Certain job groups within all categories still have an underrepresentation of women and minorities.

Citizens will give a positive evaluation of PCC programs and services.

Outcomes, 1992/93

Recent pollings of the College's publics has revealed:

- Employers rated PCC graduates' general education knowledge/abilities and work knowledge/skills as being very good (1992 survey).

- Thirty-six businesses honored the success of more than 90 former PCC students at the "Best of Pima" banquet, attended by 300 persons in April 1993.
- Press coverage regarding PCC in Pima County newspapers and periodicals has maintained a consistently high positive ratio since 1991/92.
- The Behavioral Research Center's spring 1993 community survey of the overall impression and perception of PCC:
  - Positive (73%)
  - Negative (2%)
  - Neutral (24%)

Most-positive aspects (open-ended question):

- Affordable (24%)
- Variety of courses (15%)
- Good/many campuses (20%)
- Good teachers (13%)

Ways PCC could do a better job of serving students and the community (open-ended question):

- Nothing/doing good job (57%),
- Advertise more, let people know about school (4%),
- Better scheduling (4%).

Academic programs and services will demonstrate changes resulting from community recommendations.

Outcomes, 1992/93

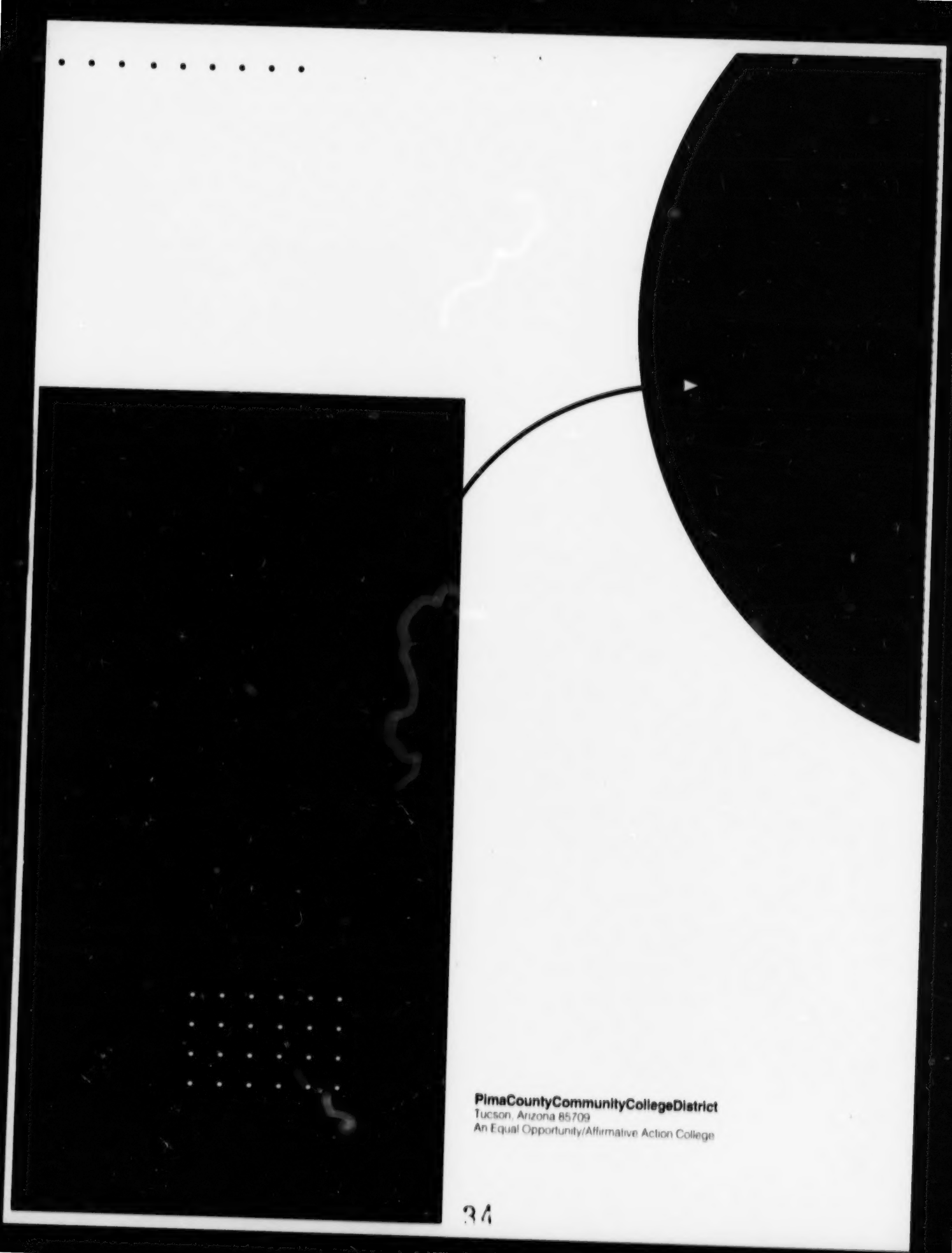
A citizens' advisory committee for the Desert Vista Campus meeting over a six-month period recommended:

- 6 programs in Business & Public Administration
- 11 programs in Liberal Arts & Science
- 8 Occupational Degree Programs
- 2 Occupational Certificates
- 6 Special interest Certificates
- 4 Special interest classes

The College modified 36 occupational program areas as a result of community advisory group recommendations during 92/93 academic year.

As a result of Community Charrettes:

- The Community Campus has consolidated credit offerings with other campuses, raised the minimum enrollment level for cost effectiveness, and converted some credit courses to noncredit.
- The East Campus identified these priorities: expand alternative sources of external funds, improve the range of programs and services for students and employees, and increase community partnerships.
- The West Campus recommended community partnerships, acting as a community "change agent," and emphasis on workplace skills.



PimaCountyCommunityCollegeDistrict
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